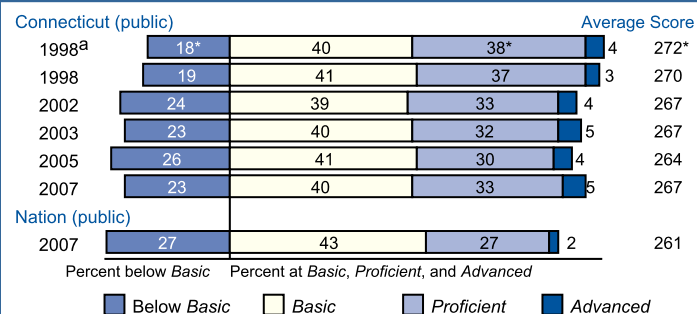


The National Assessment of Educational Progress (NAEP) assesses reading in three content areas in grade 8: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Connecticut

- In 2007, the average scale score for eighth-grade students in Connecticut was 267. This was not significantly different from their average score in 2005 (264) and was not significantly different from their average score in 1998 (270).¹
- Connecticut's average score (267) in 2007 was higher than that of the nation's public schools (261).
- Of the 52 states and other jurisdictions that participated in the 2007 eighth-grade assessment, students' average scale score in Connecticut was higher than those in 23 jurisdictions, not significantly different from those in 25 jurisdictions, and lower than those in 3 jurisdictions.²
- The percentage of students in Connecticut who performed at or above the NAEP *Proficient* level was 37 percent in 2007. This percentage was not significantly different from that in 2005 (34 percent) and was not significantly different from that in 1998 (40 percent).
- The percentage of students in Connecticut who performed at or above the NAEP *Basic* level was 77 percent in 2007. This percentage was not significantly different from that in 2005 (74 percent) and was not significantly different from that in 1998 (81 percent).

Percentages at NAEP Achievement Levels and Average Score



^a Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 reading achievement levels correspond to the following scale points: Below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; Advanced, 323 or above.

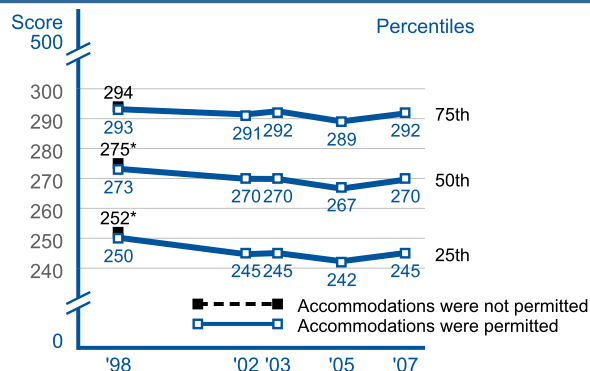
Performance of NAEP Reporting Groups in Connecticut: 2007

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above		Percent Advanced
				Basic	Proficient	
Male	49	262	26	74	31	3
Female	51	272	20	80	43	7
White	69	276	14	86	46	6
Black	13	246	43	57	12	#
Hispanic	15	243	48	52	14	1
Asian/Pacific Islander	3	272	22	78	45	7
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	26	243	47	53	14	1
Not eligible for National School Lunch Program	74	275	15	85	45	6

Average Score Gaps Between Selected Groups

- In 2007, male students in Connecticut had an average score that was lower than that of female students by 9 points. In 1998, the average score for male students was lower than that of female students by 12 points.
- In 2007, Black students had an average score that was lower than that of White students by 30 points. In 1998, the average score for Black students was lower than that of White students by 32 points.
- In 2007, Hispanic students had an average score that was lower than that of White students by 33 points. In 1998, the average score for Hispanic students was lower than that of White students by 30 points.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 32 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 27 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 47 points. In 1998, the score gap between students at the 75th percentile and students at the 25th percentile was 43 points.

Reading Scores at Selected Percentiles



NOTE: Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.

Rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2007.

↑ Significantly higher than 2005. ↓ Significantly lower than 2005.

¹ Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Connecticut were 2 percent and 1 percent in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/reading/interpret-results.asp#statistical>.

² "Jurisdictions" refers to states and the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for the National School Lunch Program, which provides free and reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2007 Reading Assessments.